

### III. PRIORITIES AND TARGETS

#### III.1. STATEWIDE PRIORITIES AND TARGETS

These are the statewide targets for FY2011-FY2015.

PERFORMANCE MEASURES	FY2011	FY 2012	FY 2013	FY 2014	FY 2015
<b>PROFICIENCY (SKILL GAINS)</b> COMPLETION OF EDUCATIONAL FUNCTIONING LEVELS BASED ON PRE- AND POST TEST SCORES					
ABE Beginning Literacy	35%	45%	48%	52%	55%
ABE Beginning Basic	45%	47%	52%	55%	57%
ABE Intermediate Low	46%	48%	52%	55%	58%
ABE Intermediate High	38%	40%	42%	45%	50%
ASE Low	32%	40%	45%	50%	52%

ESL Beginning Literacy	48%	50%	54%	58%	60%
ESL Beginning Low	68%	71%	74%	78%	81%
ESL Beginning High	60%	68%	72%	76%	78%
ESL Intermediate Low	52%	55%	58%	62%	65%
ESL Intermediate High	42%	47%	52%	55%	57%
ESL Advanced	25%	31%	34%	38%	41%
<b>ALL LEVELS</b>	<b>45%</b>	<b>49%</b>	<b>53%</b>	<b>57%</b>	<b>60%</b>

NRS PERFORMANCE TARGETS FOR CORE FOLLOW UP EDUCATION AND EMPLOYMENT OUTCOMES					
Obtained High School Credential*	55%	58%	62%	64%	68%
Entered Postsecondary Education and Training*	22%	24%	26%	30%	34%
Entered Employment*	75%	80%	80%	80%	80%
Retained Employment*	85%	90%	90%	90%	90%

(RFP, pp. 24, 25, 26)

<b>Federal Performance Measures</b>	<b>Proposed 2009-2010 Targets</b>	<b>2009-2010 Actual Performance</b>	<b>Proposed 2010-2011 Targets</b>	<b>NATIONAL AVERAGES</b>
ABE Beginning Literacy	36%	32%	38%	38%
ABE Beginning	38%	39% ✓	45%	43%
ABE Low Intermediate	39%	47% ✓	46%	43%
ABE High Intermediate	31%	40% ✓	38%	38%
ASE Low	25%	32% ✓	35%	38%
ESL Beginning Literacy	41%	60% ✓	60%	43%
ESL Low Beginning	60%	63% ✓	60%	41%
ESL High Beginning	56%	63% ✓	60%	48%
ESL Low Intermediate	46%	46% ✓	49%	44%
ESL High Intermediate	38%	39% ✓	42%	40%
ESL Advanced	22%	21%	24%	24%
<b>Follow Up Measures</b>				
HS Diploma/GED	49%	75% ✓	55%	64%
Entered Postsecondary Education or Training	20%	35% ✓	40%	59%
Entered Employment	65%	40%	72%	56%
Retained Employment	70%	35%	72%	64%

(Source: Office of Vocational and Adult Education, Division of Adult Education and Literacy. Approved Targets: 4/14/2010)

## IV. ACCOUNTABILITY

No adult education agency or network (consortium) of agencies will be low- or underperforming by the end of FY2013. This means that any agency or network (consortium) that fails to meet the performance targets for FY2011 and FY2012 will be automatically terminated and its funding for the remainder of the five-year grant period (i.e., FY2014 and FY2015) will be redirected to one or more effective providers capable of serving the same community (-ies) and target population(s) as the low-performing or under-performing agency.

RIDE will use the following process to support low performing programs in their turnaround attempts with the intent that performance issues will be addressed by specified times. The process identifies what the different stages are in the event performance issues are not addressed satisfactorily in agreed upon timelines.

### Stage 1: Warning Stage

During the first 9 months of the grant period, RIDE will carefully monitor program performance. If programs are at risk of meeting their targets or are failing to meet their targets (e.g., because of considerable, unacceptable delays in start-up), then RIDE will issue a warning to programs and order for implementation by July 1, 2011, the implementation of a program transformation model. This model may include these RIDE-ordered changes in order for the program to continue to receive funding:

- Hiring of a new program director or coordinator;
- Measuring staff effectiveness and removing ineffective teachers, counselors/case managers, and administrators and replacing them with highly effective staff;
- Offering specific professional development and professional development supports, as well as targeted technical assistance;
- Developing a rigorous, standards-based program wide curriculum including instructional units and formative assessments;
- Taking other measures deemed necessary.

Programs will have up to six months to make these transformations and the impact on student achievement will be evaluated by the end of FY2012. If by that time, the program meets its performance targets, then the warning status will be removed. If it does not meet its performance targets by that time, the program will be moved to Stage Two.

### Stage 2: Probation Stage

Programs that fail to meet FY2012 performance targets who previously were in the Warning Stage are automatically moved to the Probation Stage at or near the beginning of State FY2013. During this stage, RIDE will reduce program autonomy in the implementation of transformation or turnaround initiatives and will direct the turnaround. This may include mandating the management of the program be done by another agency such as an educational management organization. It may also include directing putting in place RIDE-selected or approved new leadership and staff, new governance, new instructional and assessment models, and providing flexibilities to the newly hired staff to do what is necessary to improve student achievement in that context with the specific student population. If the effort is successful as per agreed upon turnaround objectives, then the program will continue to receive funding. If the program fails to meet its turnaround objectives, funding for the remainder of the five-year grant period will be eliminated.

### Stage 3: Termination Stage

Toward the end of State FY2013, RIDE will terminate programs that failed to meet their turnaround objectives. The idea is to close programs and place students in high-performing programs and/or give students access to highly effective teachers. Programs will receive a small amount of funding in State FY2014 to support the successful transition of students from their program to the program(s) RIDE will select competitively to serve the community where the underperforming program was located. Final payments will be held until all reporting requirements are met and students have been transitioned successfully.